DOCUMENT RESUME

ED 250 429 UD 023 894

AUTHOR Velazquez, Clara; Schulman, Robert
TITLE Seward Park High School Project Superemos, 1982-1983. O.E.E. Evaluation Report.
INSTITUTION New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
PUB DATE Mar 84
GRANT G00-810-4420
NOTE 60p.; Published by the O.E.E. Bilingual Education Evaluation Unit. Appendix B will not reproduce well due to blurred print. For related document, see ED 229 497.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Achievement Gains; *Bilingual Education Programs; Curriculum Development; English (Second Language); High Schools; Hispanic Americans; Native Language Instruction; *Program Effectiveness; Program Evaluation; *Spanish Speaking; Staff Development; *Transitional Programs
IDENTIFIERS New York (New York); *Project Superemos NY

ABSTRACT

Project Superemos, in its final year of a two-year funding cycle, provided instruction in English as a Second Language (ESL) and native language skills, as well as bilingual instruction in mathematics, science, and social studies, to approximately 125 Spanish speaking students of limited English proficiency (LEP) in grades 9 and 10. The project's overall goal was to enable LEP students to progress in both academic subjects and in English proficiency through specialized academic training and special attention to the affective domain. Based on this goal, students studied their native language while learning English; they were mainstreamed gradually by increasing their exposure to English and decreasing the use of Spanish. Program activities also included the development of curriculum materials for mathematics and for the employability skills course; development of a new bilingual social studies course; staff development; academic, personal, and group guidance and tutorial services; and parent involvement activities. Quantitative analysis of student achievement indicated (1) varying degrees of success in meeting program objectives in English and Spanish, (2) overall achievement of objectives by ninth graders in science (fall and spring) and social studies (fall) and by tenth graders in social studies (spring); and (3) significantly higher attendance rates among program students as compared to mainstream students. Recommendations focus on strengthening curricula and the tutorial program, disseminating the program's holding power activities, disseminating curricula to other bilingual resource centers, ensuring that evaluation data are collected and reported as proposed, and utilizing student performance data in planning evaluation objectives for future services to LEP students. (GC)

SEWARD PARK HIGH SCHOOL

PROJECT SUPEREMOS

1982-1983

OEE Evaluation Report

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T.K. Minter
NYC Bd of Ed

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

O.E.E. Evaluation Report

March, 1984

Grant Number: G00-810-4420

SEWARD PARK HIGH SCHOOL

PROJECT SUPEREMOS

1982-1983

Principal:
Dr. Noel N. Kriftcher

Acting Project Director:
Ms. Alma Terrana

O.E.E. Bilingual Education Evaluation Unit
Judith A. Torres, Manager

Prepared by:
Clara Velazquez
Robert Schulman

With the Assistance of:
Kenneth Goodall

New York City Public Schools
Office of Educational Evaluation
Richard Guttenberg, Director

A SUMMARY OF THE EVALUATION
FOR PROJECT SUPEREMOS
SEWARD PARK HIGH SCHOOL
1982-1983

This program, in its final year of two-year funding cycle, provided instruction in E.S.L. and native language skills, as well as bilingual instruction in mathematics, science, and social studies to approximately 125 Spanish-speaking students of limited English proficiency (LEP) in grades nine and ten. All program students were foreign-born and spoke Spanish at home as their first language. Thirty-five percent of the target population were born in the Dominican Republic and thirty-three percent were born in Puerto Rico. The students varied in English language proficiency, ability in the native language, and overall academic preparedness.

The project's overall goal was to enable LEP students to make progress in both academic subjects and in English proficiency through specialized academic training and special attention to the affective domain. Based on this goal, students studied their native language while learning English as a second language. A gradual transition to the mainstream was accomplished by exposing students to more and more English and decreasing the use of Spanish until they were ready for a full program of courses in the mainstream.

Title VII and tax-levy funds supported administrative and support services staff positions. Curriculum materials were developed in mathematics and for the employability skills course. A new course, bilingual fundamentals/native language arts/social studies, and curriculum to be used in the course were developed by project staff. Development activities for staff members included monthly departmental meetings and attendance at in-house training sessions, professional conferences, and university courses. Supportive services to program students consisted of academic, personal, group, and career counseling, tutorial services, and an employability skills course. Parents of participating students were involved through attendance at parents' meetings, E.S.L. classes, planning sessions for program and school-wide activities, a program newsletter, and attendance at meetings held to discuss the bilingual program proposal that was approved for 1983-84.

Students were assessed in English language development (Criterion Referenced English Syntax Test); growth in their mastery of the native language (Interamerican Series, La Prueba de Lectura); mathematics, science, and social studies (teacher-made examinations); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

-- Program students mastered an average of 1.47 CREST objectives per month in the fall and 0.8 CREST objectives per month in the spring.

-- In Spanish reading, ninth-grade students met the program objective of statistically significant improvement.

-- In content-area courses, the stated program objective (an 80 percent passing rate) was achieved by ninth-grade students in science (fall and spring) and social studies (fall) and by tenth-grade students in social studies (spring).

-- The attendance rate of program students was significantly higher than that of mainstream students.

The following recommendations were aimed at improving future bilingual efforts at Seward Park and at other sites thoughout New York City:

-- Discussing activities which might contribute to higher student achievement such as revising curriculum for students with limited literacy in Spanish and strengthening the tutorial program to support instruction;

-- Disseminating the program's holding power activities, such as counseling and family contacts to the rest of the school;

-- Disseminating the program curricula designed and adapted during the program's two years of existence to other bilingual resource centers;

-- Ensuring that evaluation data are collected and reported as proposed;

-- Reviewing past patterns of student performance and utilizing this information in planning the evaluation objectives for future services to LEP students.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E.E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

TABLE OF CONTENTS

		PAGE
I.	CONTEXT	1
	Community Setting	1
	School Setting	1
II.	STUDENT CHARACTERISTICS	3
	Philosophy	9
	Goals and Objectives	9
	Organization, Personnel, and Funding	11
	Staff Characteristics	12
III.	INSTRUCTIONAL COMPONENT	14
	Programming	14
	Mainstreaming	19
	Classroom Obervations	19
V.	NON-INSTRUCTIONAL COMPONENT	21
	Curriculum Development	21
	Supportive Services	22
	Staff Development	24
	Parental Involvement	25
	Affective Domain	26
VI.	FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE AND DROP-OUT RATES	27
	Acquisition of English Syntax	27
	Native Language Reading and Comprehension	30
	Achievement in Mathematics, Sciency and Social Studies	33
	Attendance and Drop-Out Rates	35
	Other Objectives	35
VII.	CONCLUSIONS AND RECOMMENDATIONS	37
	Conclusions	37
	Recommendations	38
VIII.	APPENDICES	41

LIST OF TABLES

		PAGE
Table 1:	Ethnic/Racial Composition of Seward Park High School.	2
Table 2:	Number and Percent of Program Students by Country of Birth.	4
Table 3:	Number and Percent of Program Students by Sex and Grade.	5
Table 4:	Number of Program Students by Age and Grade.	6
Table 5:	Time Spent in the Bilingual Program.	8
Table 6:	Funding of Non-Instructional Program Components.	12
Table 7:	Instruction in English as a Second Language and English Reading.	15
Table 8:	Instruction in the Native Language.	16
Table 9:	Bilingual Instruction in Subject Areas.	17
Table 10:	Results of the Criterion Referenced English Syntax Test.	29
Table 11:	Native Language Reading Achievement.	32
Table 12:	Number of Program Students Attending Courses and Percent Passing Teacher-Made Examinations in Content-Area Subjects.	34
Table 13:	Attendance Percentages of Program Students.	36
Table 14:	Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School.	36

PROJECT SUPEREMOS
(Spanish Bilingual Program)

Location:	Seward Park High School 350 Grand Street New York, New York 10002
Year of Operation:	1982-1983, second of two years
Target Language:	Spanish
Number of Participants:	Approximately 125 students in grades nine and ten
Principal:	Dr. Noel N. Kriftcher
Acting Project Director:	Ms. Alma Terrana

I. CONTEXT

COMMUNITY SETTING

Project Superemos (Spanish Bilingual Program) operated at Seward Park High School on the Lower East Side of Manhattan. The area around the school is both residential and commercial. The residential area is mostly low-income and includes partially burned, poorly maintained, and abandoned buildings. However, some buildings are being renovated by urban-renewal projects and are attracting middle-income families. Commercial activity is dynamic. There are all kinds of small businesses and restaurants owned by members of a variety of ethnic groups, including Jewish, Hispanic, Chinese, East Indian, and Italian. There are also many factories on upper floors employing primarily Asian-American and Hispanic women.

SCHOOL SETTING

The student population at Seward Park High School is representative

of the ethnic groups that live on the Lower East Side. As of October, 1982, 46 percent of its more than 4,000 students were Hispanic, while 54 percent were Asian, black, and other. Table 1 gives a breakdown of the school's student population.

TABLE 1

Ethnic/Racial Composition of Seward Park High School[a]

Ethnicity/Race	Number of Students	Percent of School
Hispanic	1,875	46.1
Asian	1,429	35.1
Black	547	13.4
White	216	5.3
Native American	2	less than one
Total	4,069	100.0

[a]Source: Pupil Ethnic Composition Report, October, 1982, Office of Student Information Services, Board of Education of the City of New York.

Although many of Seward Park's students were either born or raised in the United States or have been here long enough to speak and understand English, a great number of them spent most of their lives and completed most of their elementary school years in their native countries.

Seward Park has had a Title VII Chinese Bilingual Program since 1975 and a variety of supportive services and cultural activities. In addition, the school has excellent interaction with community agencies located on the Lower East Side.

II. STUDENT CHARACTERISTICS

To qualify for Project Superemos, Spanish-speaking students had to score below the twenty-first percentile on the English part of the Language Assessment Battery (LAB) test, which is administered individually to new students upon admission to the school. These students of limited English proficiency (LEP) were referred to the project's bilingual guidance counselor, who looked at their school records from their home countries and translated them into English if necessary. The students were then assessed by the chairpersons of the various departments for placement in content-area courses. As a final step, the students met once more, individually, with the guidance counselor for an orientation session, a discussion of their overall academic program, and the assignment of a "buddy" who helped them adjust to the school environment.

All of the nearly 125 students in Project Superemos lived near Seward Park. All were foreign-born. Table 2 presents a breakdown of program students by country of origin.

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	42	33
Dominican Republic	45	35
Mexico	6	5
El Salvador	5	4
Nicaragua	8	6
Panama	7	6
Colombia	1	1
Ecuador	9	7
Argentina	1	1
Brazil	2	2
TOTAL	126	100

- Thirty-five percent of the program students were born in the Dominican Republic.
- The second largest group of students was born in Puerto Rico.

Almost all were recent immigrants and for this reason their educational level and histories varied. Some students showed academic proficiency at or above grade level in subject areas, while others fell as far as seven years below their grade level in content-area subjects. The former only needed to acquire proficiency in English to function well academically, while the latter had to become literate in their own language before they could master a second language. Table 3 shows the distribution of program students by sex and grade, while Table 4 presents their distribution by age and grade.

TABLE 3

Number and Percent of Program Students by Sex and Grade

Grade	Number Male Students	Percent of Grade	Number Female Students	Percent of Grade	Total Number	Percent of All Students
9	22	55	18	45	40	31.7
10	49	58	36	42	85	67.5
11	0	0	1	100	1	0.8
TOTAL	71	56*	55	44*	126	100.0

*Percent of all students.

- Male students outnumbered female students in both the ninth and tenth grades.
- Most students were in the tenth grade.

TABLE 4

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Total
14		0	0	1
15			0	9
16	8			27
17	13	32		45
18	10	17	1	28
19	1	8	0	1
20	0	1	0	1
TOTAL	37	82	1	120

Overage Students				
Number	32	58	1	91
Percent	86.5	70.7	100	75.8

Note. Shaded boxes indicate expected age range for grade. Data were missing for six students.

- Seventy-six percent of the program students were overage for their grade.
- Grade nine had the highest percentage of overage students (87 percent); the single eleventh grader reported was overage.

According to the program director, there were factors outside the school that also had an effect on the academic performance of some target students. These factors included conflicts with parents, lack of academic supervision because parents were working, crowded living conditions, homesickness, and a general feeling of alienation.

Native-language skills ranged from almost illiterate to two or three grade levels above the appropriate level in speaking, listening, reading, and writing. English-language skills ranged from no ability whatsoever through the three basic levels of English as a second language (E.S.L.). According to the assistant principal in charge of E.S.L., the level of English literacy was contingent upon the students' proficiency in their native language. This was complicated by the fact that the students lived and moved in environments outside the school that provided few if any opportunities to practice English. It was believed that this factor affected their academic performance in the target language, since many of them felt no need to learn English. Table 5 presents the time spent by students in the bilingual program, by grade.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Total
1 Academic Year	27	53	0	80
2 Academic Years	12	26	1	39
3 Academic Years[b]	1	6	0	7
TOTAL	40	85	1	126

[a]Rounded to the nearest year.

[b]Reflects participation in previous bilingual program.

- By the end of the school year, 31 percent of the students had been in the program for two years.
- Sixty-three percent had completed their first year in the program.

III. PROGRAM DESCRIPTION

PHILOSOPHY

Project Superemos stood on the premise that specialized academic training and special attention to supportive services would enable the Spanish LEP students it served to make progress both in academic subjects and in English proficiency. Based on this goal, students studied their native language while learning English as a second language. As they acquired the target language, they were gradually exposed to more English in content-area courses. In this way they received less instruction in Spanish until they could be placed in the regular school program.

With regard to the affective domain, the program incorporated extra-curricular activities that exposed students to situations aimed at self-development. This was done to minimize culture shock and create a smooth transition into the mainstream culture. These non-instructional activities included an effort to increase parental support for the students by making parents familiar with the program's goals and educational possibilities.

In addition, the program exposed its students to other ethnic groups enrolled in the school. This was done to promote respect for the cultures, ways of thinking, and attitudes of people living in a multicultural community.

GOALS AND OBJECTIVES

The proposal for Project Superemos was written for a three-year period. However, funds were approved for only two years. As a result,

the original long-range objectives seemed unrealistic and were revised and modified by the project director at the request of the school administration. The revised goals for 1982-83 were twofold: to improve student achievement and to improve the school's holding power.

The first goal included the following objectives:

1. to increase by 10 percent the number of students passing their content-area courses;

2. to increase by 10 percent the number of students passing the Regents Comprehensive Tests (R.C.T.s);

3. to work toward a better match of bilingual teachers with the target population;

4. to teach students marketable skills that would prepare them for better jobs after graduation;

5. to work toward more effective programming of students;

6. to develop a more systematic procedure for follow-up on students with academic difficulties;

7. to provide a resource center where students could consult research materials in Spanish and avail themselves of such supplementary and enrichment resources as literature, tapes, records, atlases, encyclopedias, and histories;

8. to increase student awareness of higher education possibilities long before the senior year; and

9. to provide staff development training to Title VII paraprofessional staff so they could better assist monolingual teachers with LEP students.

The second goal, to improve the school's holding power, included the following objectives:

1. to reduce the degree of alienation and intimidation of new students by the new environment, culture, and language;

2. to increase parental participation in school affairs so that there would be home support for students to stay in school;

3. to create a closer link between home/community and school so that students would not feel that they and the school were two separate, unrelated worlds;

4. to develop a greater sense of self-esteem and social responsibility among students;

5. to increase student awareness of the importance for proper training and planning for future careers;

6. to reduce the number of student absences, latenesses, and disciplinary incidents; and

7. to upgrade the quality of instruction and bilingual methodology of teachers of bilingual classes.

ORGANIZATION, PERSONNEL, AND FUNDING

Project Superemos was under the jurisdiction of Seward Park's Language Policy Committee, which was established in December, 1982, to oversee the school's services to both Spanish and Chinese LEP students. This committee included the chairperson of foreign languages, the chairperson of E.S.L., the directors of the Chinese and Spanish bilingual programs, and a bilingual consultant from New York University.

The project was supervised directly by the assistant principals of foreign languages and of E.S.L. In addition, all the assistant principals in charge of the various content areas worked closely with program personnel.

The program director was responsible for overall program coordination, fiscal matters, staff training, curriculum development, and other staff duties. The Title VII staff included a resource specialist in E.S.L., a resource specialist in mathematics and career education, two educational assistants (paraprofessionals), and one family assistant. Three other

staff members, a language core dean-teacher, a guidance counselor, and an educational assistant (paraprofessonal), were funded by the tax levy. Table 6 gives an overview of the staff and the funding sources.

TABLE 6

Funding of Non-Instructional Program Components

	Funding Source(s)	Personnel: No.& Title(s)
Administration & Supervision	Title VII	1 Project Director
Curriculum Development	Title VII Title VII/Tax Levy	1 Resource Specialist (E.S.L.) 1 Resource Specialist (Math and Career Education)
Supportive Services	Tax Levy Tax Levy Tax Levy Title VII	1 Language Core Dean-Teacher 1 Guidance Counselor 1 Educational Paraprofessional 1 Educational Paraprofessional
Parental & Community Involvement	Title VII	1 Family Assistant
Secretarial & Clerical Services	Title VII	1 Educational Paraprofessonal

STAFF CHARACTERISTICS

The program director went on maternity leave in March and was replaced by an acting director. The acting director had 15 years' experience teaching English and Spanish in day high schools, was of Hispanic descent, and was fluent in both English and Spanish. The E.S.L. resource specialist had nine years of teaching experience, and although not Hispanic

was bilingual in English and Spanish. The three educational assistants jointly had six years' experience in education. One of them served as the program secretary. The family assistant had a year and a half of experience working in school situations. Appendix A lists additional characteristics of the program staff.

IV. INSTRUCTIONAL COMPONENT

PROGRAMMING

Student programming was fairly uniform and paralleled mainstream programming in order to meet the Board of Regents criteria for graduation. Students moved progressively towards being fully mainstreamed. Students were initially placed in E.S.L. courses for two periods a day with an additional period of E.S.L. reading. Other courses might include physical education, Spanish literature, ninth-year mathematics, fundamentals of social studies, and typing. Upon promotion to the tenth grade, students might then be assigned to music (mainstream), world history, transitional English, intermediate algebra, biology, and E.S.L.

In addition to the regular E.S.L., native language studies (Spanish), and content-area courses, the program offered an after-school typing class for credit. This class was also open to parents and was taught four days a week.

Tables 7, 8, and 9 list E.S.L., native language, and content-area courses, respectively, for the fall and spring terms in 1982-83. All courses met five periods a week, except E.S.L. 1 and 2, which met 10 periods a week. All content-area courses gave regular academic credit and most used materials parallel to mainstream curriculum which were appropriate to students' reading levels. Paraprofessional assistance was available in all classes except in fall biology.

TABLE 7

Instruction in English as a Second Language
and English Reading (Fall and Spring)

Course Title and Level	Number of Classes		Average Class Reg.		Curriculum or Material in Use
	Fall	Spring	Fall	Spring	
E.S.L. 1	6	5	25	25	LADO Book I
E.S.L. 2	8	7	25	25	LADO Book II
E.S.L. 3	8	7	25	25	LADO Book III
E.S.L. 4	8	7	25	25	LADO Book IV
Writing Improvement I	9	6	25	25	Elementary Composition Practice II
Writing Improvement II	0	8	0	25	Teacher-made Materials
R.C.A. I	3	3	40	40	Modern Dixon Book 1
R.C.A. II	3	3	40	40	Modern Dixon Book 2
R.C.A. 3	6	4	40	40	Modern Dixon Book 3
R.C.A. 4	5	4	40	40	Modern Dixon Book 4

TABLE 8

Instruction in the Native Language (Fall and Spring)

Course Title and Level	Number of Classes		Average Class Reg.		Description	Curriculum or Material in Use
	Fall	Spring	Fall	Spring		
Spanish 37/47	1		38			
Spanish 5N	1	1	45	25	Level III, first half	El Español Al Dia BK 3
Spanish 6N	1	2	24	28	Level III, second half	EL Español Al Dia BK 3
Spanish 7N	1	1	39	21	Level IV, first half	Vivir hoy
Spanish 8-10N	1	2	39	33	Level IV, V	Galeria Hispánica Caleidoscopio de Las Américas; Teacher Materials
Spanish 37/47	0	1	0	20	Native speakers little or no English	Aventuras en la ciudad
Spanish NLA	0	1	0	22	Native speakers functionally or actually illiterate	Segunda vista cuentos contados; Teacher Materials

TABLE 9

Bilingual Instruction in Subject Areas (Fall Semester)

Course Title Track and/or Level	Number of Classes	Average Register	Language(s) of Instruction	Criteria for Selection of Students	Percent Materials in Native Language
Biology (17SP2)	1	36	50% Sparish/ 50% English	Previous records placement test	0
General Science (17SP7)	1	20	50% Spanish/ 50% English	"	0
General Science (27SP9)	1	14	25% Spanish/ 75% English	"	0
Algebra (MA SP3)	1	15	100% Spanish	RCT, PSEN placement test	50
Algebra (MB SP4)	1	13	50% Spanish/ 50% English	"	50
Algebra (MC SP7)	1	25	50% Spanish/ 50% English	"	50
Global History (PA17SP)	1	12	100% Spanish	"	50
Global History (PA2SP8)	1	20	100% Spanish	"	50
Global History (PA 18SP)	1	6	100% Spanish	"	50

TABLE 9

Bilingual Instruction in Subject Areas (Spring Semester)

Course Title Track and/or Level	Number of Classes	Average Register	Language(s) of Instruction	Criteria for Selection of Students	Percent Materials in Native Language
Algebra (9 MA)	1	29	50% English/ 50% Spanish	LAB test and new arrivals	50
Algebra (9MB/C)	1	23	50% English/ 50% Spanish	"	50
Academic (PA1)	1	17	25% English/ 75% Spanish	"	100
Pre Algebra (PA2)	1	28	25% English/ 75% Spanish	"	100
NLA Native Language Arts-Math	1	12	100% Spanish	Class created for student with interrupted education	100
Global History 2 Academic	2	16	15% English/ 85% Spanish	Language, age, and test	20
Global History 3 Academic	2	20	15% English/ 85% Spanish	"	20
American History Academic	1	28	15% English/ 85% Spanish	"	20
General Science 17 Academic	1	20	50% English/ 50% Spanish	"	50
General Science 27	1	14	50% English/ 50% Spanish	"	100
Biology 17 Academic	1	35	50% English/ 50% Spanish	"	50

MAINSTREAMING

In order to be mainstreamed, students had to meet the following criteria:

1. score above the twentieth percentile on the English LAB;
2. achieve English proficiency according to the judgment of the program director and content-area teachers;
3. be fluent in reading and writing English based on tests administered by E.S.L. teachers;
4. be fluent in spoken English based on classroom interviews with E.S.L. teachers;
5. complete all content-area courses offered in Spanish.

According to program staff, students saw mainstreaming as part of the educational process and as a step toward integration with the wider world of work.

CLASSROOM OBSERVATIONS

A member of the evaluation team observed seven classrooms: E.S.L. 4 (21 students), transitional English (29), native language arts (27), employability skills (14), biology 1 (29), mathematics (14), and native language arts math (15). Classrooms were clean and spacious, with traditional furniture, equipment, and seating arrangements. They were well ventilated and had appropriate lighting. All classes were orderly and formal but were also animated. Students were allowed to express themselves to teachers and other students when necessary. Students seemed to get individual attention if it was required.

Most teachers used questioning techniques, with examples that clarified lesson objectives. All students participated by asking and

answering questions, commenting on relevant issues, and performing lesson-related tasks. Teachers responded constantly to students' questions and comments. There were no incidents of disruptive behavior in any of the classes. Students seemed to enjoy the activities. Most materials used were teacher-made and specially adapted to bilingual students' needs.

In the science, math, and employability skills classes, teachers taught mostly in English, switching to Spanish only when there was evidence that students needed such clarification. The employability skills lesson included a presentation of on-the-job cultural conflicts related to manner of speaking, dressing, and non-verbal communication. Students were allowed to solve these problems and seemed to be quite interested in this activity.

All in all, the teaching atmosphere in the classes observed was conducive to learning, and the students were eager participants.

V. NON-INSTRUCTIONAL COMPONENT

CURRICULUM DEVELOPMENT

In 1982-83, Project Superemos developed a new course, bilingual fundamentals/native language arts/social studies, and curriculum for use in this course. The one-semester class was desiqned in response to the number of students who were found to have native language skills below the sixth-grade level. Some students identified for this course had never finished the fifth grade. Eight additional student had been out of school for a long period prior to enterning Seward Park. Others had been identified by teachers as not having minimal basic skills in thier own language.

The disign and implementation of the course were approved by the Language Policy Committee on the recommendation of Project Superemos teachers. The new course modified the regular native language studies curriculum in order to teach minimal language skills to the target students. The aim of the textbook was to teach native language studies through social studies content. It covered such basic skills as dictionary use, alphabetizain, qetting information from a newspaper, parts of a compostion, following directions, use of an atlas, computational skills, and separating fact from opinion. The program staff felt that this curriculum probably was still too ambitious and were prepared to modify it further until it met the special needs of these students. If students did not obtain minimal native language skills within one semester, they had to repeat the course. In the spring term, the course

started with 24 students; three were put into a regular native language course and three left school before the academic year ended. It was predicted that six or seven of the remaining 18 students would have to repeat the course.

A second curriculum project accomplished during the year was the development of an outline for the employability skills course. There was also a revision of a math curriculum that had been conceived to prepare students to take algebra courses. It was modified to teach basic math concepts to students who had histories of interrupted education and minimal math skills. For summaries of these two curricula see Appendix B.

SUPPORTIVE SERVICES

All project students saw the bilingual guidance counselor individually at least twice during the year. In these interviews students received academic counseling regarding program planning for the following semester. They also received career counseling and were free to discuss any personal, family, or academic problems they had. The counselor helped them find solutions either within the school or through outside referrals.

Group counseling sessions were held weekly to provide career orientation for program students. These sessions reinforced the units of work covered in the employability skills course by offering additional information in more individualized and informal ways.

The family assistant provided additional counseling. She verified absences with the home and assisted as a translator in suspension

hearings when parents were unable to speak English. She also did liaison work between the school and the home by making phone calls regarding failures or suspension hearings, notifying parents when students became ill at school, mailing invitations, and other such services.

Educational assistants held tutoring sessions by appointment for students who were found to be having academic difficulties. Students were taken to two career education conferences. Also, speakers both from colleges and from various work situations spoke to students at meetings of the Latin American Club, the cultural enrichment component of the program. Club members also went on several excursions on Saturdays during the fall -- to Central Park, the Museum of Natural History, an apple orchard, El Museo del Barrio, and other sites.

The program created a resource center that included dictionaries, encyclopedias, atlases, films, tapes, records, and a lending library. The program also put bulletin boards throughout the school with themes on Hispanic literature, history, and culture.

A most salient support service for the entire program was the use of the consultant services of the New York University Bilingual Program Resource Center. As a result of this connection, the Language Policy Committee was formed and there were some changes in the program's policies during 1982-83. For example, new policies for treating students with interrupted educations were adopted, providing an entire blocked session for these students.

Another support service for the program was Training in Occupation and Language for LEP students (TOLLEPS), a project funded by the New York State Vocational Education Act. It provided Superemos with funds for one paraprofessional, two bilingual typing teachers, and textbooks for the employability skills course.

STAFF DEVELOPMENT

Among a variety of staff development activities in 1982-83 was a series of nine training sessions that resulted in the formation of the Language Policy Committee and the decision to design and implement the special native language arts course. The program director and the career education resource specialist attended these meetings. In addition, the new committee held workshops on reviewing placement criteria and the credit system.

There were monthly departmental meetings in which pertinent issues concerning the program, its students, and its projects were discussed. A workshop on the special needs of bilingual students was offered to members of the E.S.L. department. Another workshop, on the special needs of Spanish LEP students, was offered to all faculty members.

The program director and the resource specialists attended several regular yearly administrative and education conferences. The family assistant attended three meetings involving labor, black, Hispanic, and women's issues. One member of the professional staff attended a course at the university level that was applicable to the project's work. Staff development activities outside the school are presented in Appendix C.

PARENTAL INVOLVEMENT

Parents of Project Superemos students participated more actively in school affairs than most Hispanic parents in New York City bilingual programs. The five parents' meeting held during the year were well attended.

Parents were offered E.S.L. instruction twice a week by the E.S.L. resource specialist. The emphasis was on situational English that would help these parents function within their immediate English-speaking community. Lessons were integrated with a survival skills course offered to parents once a week by the career education resource specialist. This course included training in such skills as interviewing, following U.S. legal procedures, and filling out income tax returns. The special after-school typing class was open to parents as well as to students.

Regular meetings were held to obtain parental input for a new bilingual program proposal that was approved for 1983-84. Parents also were included in the planning of the Latin American Festival and the faculty Christmas party; they participated in the Health Fair and the Attendance Recognition Assembly, both mainstream activities. In addition, a newsletter for parents summarized all the program-related activities for the year.

Many parents were involved in a fund-raising campaign to help send two program students to the Presidential Classroom for Young Americans in Washington, D.C.

AFFECTIVE DOMAIN

Judging by the interaction of program students with teachers and administrators, it appeared that students were proud of their ethnicity and of the fact they belonged to a special group with a definite identity within the school. They showed enthusiasm and seemed secure in the knowledge that they were taken into consideration in planning school events. Target students were almost never involved in disciplinary problems. They showed a positive attitude toward the program and saw it and its staff as a source of emotional support even after they were mainstreamed.

VI. FINDINGS: STUDENT ACHIEVEMENT AND ATTENDANCE AND DROP-OUT RATES

The following section presents the assessment instruments and procedures used in evaluating the attainment of the program's objectives for student performance.

ACQUISITION OF ENGLISH SYNTAX

The Criterion Referenced English Syntax Test (CREST) was used to measure achievement in this area. The CREST was developed by the New York City Public Schools to assess mastery of instructional objectives of E.S.L. curricula at the high school level. There are four items for each objective and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25 and 15 on Level III.

A gain score was calculated by subtracting the pre-test mean score from the post-test mean and an index of objectives achieved per month was then computed. As the test's levels have not been vertically equated students must be pre- and post-tested on the same level. This results in a ceiling effect for those students who achieve high scores on the pre-test. In those cases where pre- and post-testings are on different levels no gain scores or objectives per month index may be computed. Information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test.*

---

*Board of Education of the City of New York, Division of High Schools, 1978.

The program objective for E.S.L. students called for the acquisition of one CREST objective per three weeks of attendance, or 1.3 objectives per month. This is a higher rate of achievement than called for in city-wide guidelines, which is one CREST objective mastered per month. The test was administered at the beginning and end of each term. Table 10 presents test results by test level and semester. Complete pre- and post-test data were available for approximately one-third of E.S.L. students for both terms. Examination of the results indicates that in the fall semester, students tested on Levels I and II acquired CREST objectives at the average rate of 1.64 objectives per month, thus meeting the objective. Students tested on Level III in the same term acquired CREST objectives at the rate of 1.15 per month. In the spring term, CREST achievement for Levels I and II was at the rate of 0.8 objectives per month. During the same semester, Level III students acquired 0.77 CREST objectives per month. Overall, students tested on the CREST exceeded the program objective in the fall semester but failed to meet it during the second term. It should be noted, however, that had the program's CREST objectives been at the city-wide rate, students tested on Level I in the spring would have attained the criterion.

TABLE 10

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level)

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered*	Average Months of Treatment	Objectives Mastered Per Month
			Fall			
I	10	6.30	12.30	6.00	2.73	2.21
II	14	7.21	10.79	3.57	2.87	1.23
III	13	7.62	10.92	3.31	2.85	1.15
TOTAL	37	7.11	11.24	4.14	2.82	1.47
			Spring			
I	10	7.50	11.30	3.80	3.58	1.08
II	18	12.67	15.56	2.89	3.64	0.65
III	6	6.83	9.50	2.67	3.63	0.77
TOTAL	34	10.12	13.24	3.12	3.62	0.80

*Post-test minus pre-test.

NATIVE LANGUAGE READING AND COMPREHENSION

The assessment instrument used to measure gains in reading and writing in Spanish was the Prueba de Lectura, Level 3. The Prueba de Lectura is part of the Interamerican Series of Tests published by Guidance Testing Associates. The purpose of the series is to evaluate achievement in English and in Spanish for Spanish-speaking students from the Western hemisphere. Test items were selected for cultural relevance to both Anglo and Hispanic cultures.

The levels of the Prueba de Lectura, Forms CE and DE correspond to the following grades:

Level	Ages	Grades
1	6-7	1-2
2	7-8	2-3
3	9-11	4-6
4	12-14	7-9
5	15-18	10-12

However, the publishers recommend that local norms be developed for the tests. Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santo Antonio, Texas 78284.

"Effect size" was calculated for each grade level, following the procedure recommended by Cohen.* An effect size for correlated t-test is an estimate in standard deviations, freed of sample size, of the

*J. Cohen, Statistical Power Analysis for the Behavioral Sciences, Academic Press.

difference between means. Effect size provides additional substance to the analysis as it may be interpreted in light of Cohen's recommendations:

.20 = small effect size
.50 = moderate effect size
.80 = large effect size

The program objective in Spanish language achievement calls for a statistically significant improvement on the Prueba de Lectura. Results for this test are presented in Table 11 by grade level. Both grades were tested on Level 3 indicating that the Spanish reading skills of these New York City students were below those of the group for which the test was developed (Puerto Rican students on the island). Level 3 appears to have worked well for the ninth graders: the results for this group approached statistical significance. The effect size for these students was of moderate size. Results for tenth graders were not significant, either statistically or substantially. While the results for the Prueba de Lectura do not indicate that this program objective was realized, a relatively small number of data were available for analysis.

TABLE 11

Native Language Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores of Students with Full Instructional Treatment on the Prueba de Lectura by Grade, Level 3

Grade	N	Pre-Test Mean	Pre-Test Standard Deviation	Post-Test Mean	Post-Test Standard Deviation	Mean Difference	Corr. Pre/Post	T-Test	Level of Significance	Effect Size
9	11	30.45	13.05	35.18	11.50	4.73	.814	2.05	.067	.62
10	30	47.03	17.90	47.33	18.25	0.30	.535	0.09	.926	.017

ACHIEVEMENT IN MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

As previously stated, program objectives were modified at the request of the school administration. The new objective in this area stipulated a 10 percent increase in the number of students passing content-area courses from the previous school year. Although this criterion was met in several instances, such an objective is highly problematic from an evaluation point of view. Any number of student, programmatic, and/or contextual variables may result in differential passing rates from one year to the next. Thus, it seems unlikely that an increase of 10 percent in passing rates could be attained consistently and legitimately.

In light of these considerations it was decided to analyze the data in terms of the original program objective in this area, which called for the attainment of an 80 percent passing rate in content-area courses. These results are presented in Table 12 by grade and semester. Passing rates for students enrolled in mathematics classes (including fundamental/general mathematics, pre-algebra, algebra, eleventh-year mathematics, and business mathematics) were 56 percent in the fall and 64 percent in the spring. In science classes (including general science and biology), the passing rates were 66 percent in the first term and 67 percent in the second term. Passing rates were somewhat higher for students enrolled in social studies classes (including world/global history, American history, and "other") for whom the rates were 73 percent and 80 percent in the fall and spring terms, respectively. There was some variability between the ninth and tenth grades, with ninth graders attaining the criterion in fall and spring science classes and in social studies in the spring. Tenth graders exceeded the 80 percent criterion only in

social studies during the spring term. As with the program objective for CREST achievement, however, those for content-area performance are more stringent than those proposed by most other bilingual high school programs in New York City (see recommendations).

TABLE 12

Number of Program Students Attending Courses and
Percent Passing Teacher-Made Examinations
in Content-Area Subjects

Content Area	Grade 9 N	Grade 9 % Passing	Grade 10 N	Grade 10 % Passing	Total N	Total % Passing
			Fall			
Mathematics	24	54.2	62	56.5	86	55.8
Science	15	86.7	46	58.7	61	65.6
Social Studies	25	80.0	59	69.5	84	72.6
			Spring			
Mathematics	32	65.6	68	63.2	100	64.0
Science	17	82.4	53	62.3	70	67.1
Social Studies	27	74.1	67	82.1	94	79.8

ATTENDANCE AND DROP-OUT RATES

Program objectives in this area call for a 20 percent higher attendance rate for program students than for the general school population. The attendance percentages of program students are presented in Table 13. The z-test was used to examine the difference in attendance rates of program students and the general school population. A result (z-value) sufficiently large to attain statistical significance indicates that the program attendance rate is not based on a representative sample of the school population, i.e., that the two attendance rates are significantly different. The results of the z-test appear in Table 14. While the difference in attendance rates is not at the 20 percent criterion, that of program students is statistically significantly higher than that of mainstream students.

Additionally, program objectives included a comparison of the relative drop-out rates for program students and the general school population. The data provided on students leaving the program were incomplete and so were not appropriate for analysis.

OTHER OBJECTIVES

The program also proposed to increase by 10 percent from the previous year, the number of students passing the Regents Comprehensive Tests. As these data were not provided for either academic year, the analysis could not be performed.

TABLE 13

Attendance Percentages of Program Students

Grade	Number of Students	Mean Percentage	Standard Deviation
9	35	87.94	10.61
10	74	88.28	15.74
11	1	74.00	
TOTAL	110	88.05	14.25

TABLE 14

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Number of Students	School Register	Program Attendance	School Attendance Rate	Q[a]	z[a]	Significance
110	3726	88.05	79.65	20.35	2.19	.01

[a]The z-test formula is:

$$z = \frac{p - P}{\sqrt{\frac{PQ}{n}}}$$

where p=program attendance; P=school attendance rate; Q=(1-P)=the residual of P; and n=the number of program students.

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

In its second and final year of operation, Project Superemos went a long way toward meeting its goals, which had to be modified after the program received funds for only two of its projected three years.

The objective of teaching students marketable skills was met by the creation and institution of the employability skills course and the after-school typing class. Also of help in this area were student attendance at career educational conferences and the program of speakers at the Latin American Club.

Student programming was made more effective through the work of the guidance counselor, and tutoring was provided to students who were having academic difficulties. The new resource center provided supplementary and enrichment resources in line with the program's objective. To make students aware of higher education possibilities, there were speakers from colleges at the Latin American Club.

To further the objective of staff development, several workshops were held.

Among the program's efforts to meet its second goal -- to improve the school's holding power -- were the following:

1. orientation sessions for new students;
2. workshops for teachers on the special needs of bilingual and LEP students;

3. parent meetings, classes for parents on E.S.L. and survival skills, and a bilingual parents' newsletter;

4. the series of excursions for students;

5. the positive role models which the students had in the educational assistants who helped them in their classes, tutored them, and communicated with their homes;

6. the telephoning of parents of students who cut classes and interviews by the guidance counselor with these students.

Finally, the objective of upgrading the quality of instruction was furthered by meetings of the E.S.L. resource specialist with non-bilingual teachers of bilingual science classes, the preparation of special materials for the math skills class, and the development of bilingual curricula or courses of study in employability skills and native language arts.

The program's goals in the area of student achievement, however, were only partially fulfilled. Students tested with the CREST exceeded the program objective in the fall, but failed to meet it in the spring (due, in part, to the higher criterion proposed by the program). While the results of ninth-grade students on the Prueba de Lectura approached statistical significance, the results of tenth graders did not. In addition, a relatively small number of data were available for analysis in this area.

Since the program's revised objective in content-area performance was considered problematic from a psychometric point of view, the program's first-year objective was used to examine student achievement in this area. However, since this criterion (an 80 percent passing rate) was also more

stringent than that proposed by other bilingual high school programs in the city, only ninth-grade students in science (fall and spring) and social studies (fall) classes and tenth graders in spring social studies classes were able to reach the objective.

Additional objectives concerning student performance on the R.C.T.s and a comparison of drop-out rates with the school mainstream could not be assessed since student data in these areas were not provided. Finally, although the difference in the attendance rates of program and mainstream students was not at the proposed 20 percent criterion, the rate of program students was significantly higher than that of mainstream students.

The project staff wrote a proposal for a new project, CABES (Career Advancement through Bilingual Education Skills), to serve 250 recently arrived eleventh- and twelfth-grade Hispanic LEP students at Seward Park. This project won government approval and was to go into operation in 1983-84.

RECOMMENDATIONS

During five site visits to Seward Park High School, the assistant principal in charge of administration, department chairpersons, the Project Superemos director, program faculty and staff, parents and students were interviewed. In addition, classes were observed and program documents were reviewed and analyzed. On this basis, the evaluation teams makes the following recommendations:

1. As a major goal of the project is increased student achievement, it is recommended that the staff discuss activities which might contribute

to higher student performance. In addition to the revised curriculum for the students with limited literacy in Spanish, the program might consider strengthening the tutorial program, possibly with peer tutors, to support instruction.

2. The school administration is encouraged to work with the program staff to disseminate the program's holding power activities -- counseling, family contacts, staff accessibility and sensitivity -- to the rest of the school.

3. Program curricula designed and adapted during the program's two years of existence should be disseminated to other bilingual resource centers.

4. The school administration and bilingual staff should work together to ensure that evaluation data are collected and reported as proposed if funding is received in the future.

5. The bilingual staff is encouraged to review past patterns of student performance and to utilize this information in planning the evaluation objectives for future services to LEP students.

VIII. APPENDICES

BEST COPY

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Functions	% Time in Function	Dated Hired	Certification & Education	License	Years Monolingual Experience	Years Bilingual Experience	Years E.S.L. Experience
Project Director	100	11/81	B.A. Comparative Lit. M.A. Spanish Education M.A. Span. Lit. 24 crds	NYC English DHS NYS Spanish DHS NYS Bilingual Adm. Sup.	10 5	8	5
Resource Specialist Bilingual Mathematics Bilingual Employability Skills	60 20 20	11/81 9/82	B.A. Art History M.A. Bilingual Education	NYC Bil. Common Branches NYC Spanish DHS NYS Spanish State Cert.	 10	 8	 3
E.S.L. Resource Specialist	80 20	9/82	B.A. Spanish M.A. TESOL 32 various additional credits	NYS Spanish 7-12 NYC E.S.L. DHS E.S.L. California Community College	 9	 1	 7
Paraprofessional (Math) Employability Skills	80 20	10/81 9/82	B.A. Science		4	2	0
Educational Assistant Social Studies, Science	10	3/82	6 credits		1 1/2	1 1/2	0
Educational Assistant	10		B.A. Art/Spanish		1 1/2	1 1/2	0
Family Assistant	10	11/81	6 credits		1 1/2	1 1/2	0

BEST COPY

APPENDIX B

Math Skills Curriculum Outline

This curriculum was originally conceived for Pre-Algebra I. It has been revised and adapted to instruct students with interrupted education and minimal skills with basic mathematical concepts.

INSTRUCTIONAL OBJECTIVES: Students will master the following concepts and operations:

- Reading and writing numerals naming whole numbers.
- Addition of whole numbers.
- Subtraction of whole numbers.
- Multiplication of whole numbers.
- Division of whole numbers.
- Averages.
- Reading and writing decimals.
- Addition of decimals.
- Subtraction of decimals.
- Multiplication of decimals.
- Division of decimals.
- Convert fractions to equivalent fractions.
- Reduce fractions to lowest terms.
- Change an improper fraction to a whole number or a mixed number.
- Change a mixed number to an improper fraction.
- Add and subtract fractions with same denominator.
- Multiply and divide fractions.

TEXTBOOK: Repaso Matemático.

DO NOW:

Every lesson will have a "DO NOW". It will either review a concept covered in a previous lesson or may serve to introduce a topic.

ACTIVITES AND HOMEWORK ASSIGNMENTS:

Every lesson will have from one to four activities and a homework assignment. The teacher can write the instructions, in Spanish, on the board exactly as they appear on the lesson plan. A glossary of basic terms in Spanish is listed on the next page. Lines are provided for teachers to add new terms as they learn them utilizing input from students and bilingual personnel.

BEST COPY

1. Student will acquire [illegible] skills while learning English and practicing Spanish.

2. Student will improve self-image as a result of skills acquired which will provide him with the means to project his personality in a more positive way.

3. Student will be better prepared to compete for better jobs.

I.O.: As a result of the skills taught,
- a) Student will speak better English.
- b) Student will write better English.
- c) Student will read better English.
- d) Student will speak better Spanish.
- e) Student will write better Spanish.
- f) Student will read better Spanish.

Topic I: Introduction - Cultural exchange.

a) What is work, what does this word mean to you in terms of your past experiences, background, country of origin?
b) Why do people work?

Skills:
- a) Reading
- b) Answering questions
- c) Critical analysis

Excercises:

Topic II: Jobs in the American Society.
- a) Historical overview: Before technology - During technology
- b) Are there fewer job now?
- c) Why are there fewer jobs for unskilled or semi-skilled people?
- d) Which jobs are available today?
- e) Blue collar and white collar jobs.
- f) Seasonal, part-time, volunteer jobs.

BEST COPY

Skills: a) Reading
b) Analyzing
c) Comparing different types or categories
d) Learning new vocabulary

Exercises:

Topic III: Labor Laws
a) Immigration Laws.
b) Civil Rights.
c) Labor Laws.
d) Labor Unions.
e) Forms:
1) Social Security Card
2) Work permit
3) W-2 form.

Skills: a) Familiarity with forms
b) Learning where to secure them
c) Being aware of the laws that governs them
d) Learning where to mail them
e) Learning new vocabulary.

Topic IV: Compensation
a) Types of Compensation.
b) Salary - Gross, Net.
c) Tax and other Deductions, Minimum wage.
d) Fringe Benefits - Health Benefits, Disability, Severance pay.
e) Overtime - How to calculate the pay.
f) Jobs: On/off the books.

Film: "The Paycheck Riddle"

Skills: a) Mathematical Computations
b) Reading

Topic V: Interest, Values, Abilities, Goals.
a) Interest survey and job profile.
b) Values clarification.

BEST COPY

e) Difference between a job and a career.

Skills: a) Reading
b) Critical analysis
c) Self awareness related to the job market situation
d) Vocabulary improvement

Exercises:

Topic VI: Looking for a job is a job.
a) Where does one find jobs. Where. When?
b) How to read the classified ads.
c) How to contact the employer: Personal contact, letter, telephone, application, resume.
d) The Interview - How to prepare for it.
e) Interview follow up.

Skills: a) Information gathering
b) Vocabulary improvement
c) Pronunciation
d) Telephone techniques
e) Reading

Film: "Getting a Job is a Job"

Exercises:

BEST COPY

Topic VII: "On the Job"
a) What happens on a new job.
b) What makes a desirable employer.
c) What makes an undesirable employer.
d) Why would someone lose a job.
e) How can you enhance your position on the job.

Topic VIII: "How School Prepares you for the Various Jobs"
a) Business Area
b) Math
c) Science
d) Foreign Language
e) Communication Arts
f) Gym
g) Music
h) Art

Skills: a) Preparing and asking questions
b) Writing letters
c) Organization
d) Long and short range planning

Exercises:

A pre-test and a post-test will be administered at the beginning and completion of each unit.

BEST COPY

APPENDIX C

Staff Development Activities Outside School

Strategy	Description(s), Goals, or Titles	Sponsor/Location	Speaker or Presenter	Number and Title of Staff Attending	Coordinator's Judgement Of Effectiveness		
					Hardly	Somewhat	Very
Workshops held outside school	Career workshops (2)	Open Doors, 200 Madison Avenue, N.Y.C.	Cynthia Wilson Easter Gonzalez	Career Ed. Resource Specialist Ed. Para.			X
	Shop steward workshop	DC 37 N.Y.C.		Family assistant	X		
Conferences and symposia	Title VII proposal	OBE N.Y.C.		Project director			
	N.A.B.E. Conference	Washington D.C.		Project director			X
	S.A.B.E	Westchester, N.Y.		E.S.L. Resource Specialist			X
	T.E.S.O.L.	Toronto, Canada		E.S.L. Resource Specialist			X
	East Coast Asian American Educator	N.Y.C.		E.S.L. Resource Specialist			X
	Title VII Project Director's Conference	Washington D.C.		Project Director			X
	Hunter/C.W. Post Bilingual Education Service Center Conference	BESC/N.Y.C.		Project Director, Career Ed. Resource Specialist			X
Other	AFL-CIO Labor Day Convention	Concord Hotel N.Y.S.		Family Assistant	X		
	Black & Hispanic Caucus	Albary, N.Y.		Family Assistant		X	
	Friar Tuck Conference	New York State		Family Assistant	X		
	Community School Board Elections Conference on Black and Hispanic Women			Family Assistant		X	